

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Odem-Edroy ISD	205-905			
Vendor ID #	ESC Region #			
1-746001806	2			
Mailing address		City	State	ZIP Code
1 Owl Circle		Odem	TX	78370-
Primary Contact				
First name	M.I.	Last name	Title	
Lisa	A	Gonzales	Superintendent	
Telephone #	Email address		FAX #	
(361)368-3401 x 223	GonzalesL@oeisd.org		(361)368-2879	
Secondary Contact				
First name	M.I.	Last name	Title	
Veronica		Gutierrez	Curriculum Director	
Telephone #	Email address		FAX #	
(361)368.8121	gutierrezv@oeisd.org		(361)368.3781	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Lisa	A	Gonzales	Superintendent
Telephone #	Email address		FAX #
(361)368-3401 x 223	GonzalesL@oeisd.org		(361)368-2879

Signature (blue ink preferred)

Date signed

Lisa A. Gonzales

January 15, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Odem Elementary School and Odem Junior High will be served with 2018-19 Technology Lending Program (TLP) funds. These schools have been identified based on the need to improve the writing achievement of students from economically disadvantaged backgrounds.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Odem-Edroy Independent School District (OEISD) is submitting an application to the 2018-19 Technology Lending Program to loan students portable wireless Chromebooks that provide access to digital writing content, instructional technology programs, and electronic productivity tools in grades 2-7. OEISD serves 1006 students on 3 Title I campuses. 100% of Odem High School students graduate with their cohort. However, only 88% of students graduate on a diploma plan that prepares them for college entrance. A comprehensive needs assessment conducted in the district identified writing as the root cause of student failure in rigorous 9th through 12th grade English Language Arts courses focusing on composition. Implementation of five grant goals is expected to improve teacher instruction and student learning in writing, course passing rates in high school English courses, Recommended High School Diploma graduation rates, and entrance into postsecondary education: (1) loan personal technology to students for use at school and home; (2) provide residential Internet service; (3) redesign writing curriculum to include daily writing activities, Online Office productivity software, and writing resources; (4) conduct professional development in technology use and integration; and (5) update the Technology Lending Policy to authorize student checkout of Chromebooks. The proposed lending program will enable our district to move forward with the implementation of a daily curriculum that spans a wide variety of content areas, curriculum units, conditions for writing, and purposes. This will enable us to meet the OEISD mission of empowering each Odem-Edroy ISD student to be self-directed, life-long learners in a changing world. **Budget:** Each spring, the OEISD District Improvement Team (DIT) consisting of school board members, educators, staff, parents, students, and community representatives meets to review data and set goals for the following year. Under the direction of the Superintendent, the team drafts a District Improvement Plan (DIP) including goals, objectives, strategies, personnel and resources required to implement positive change. The 2017-18 plan, targets the improvement of writing achievement in grades 2-7 to increase the number of students passing English I through English IV as a priority for school improvement. The DIT met in January 2018 to examine the Technology Lending Program (TLP) grant application. The team found the practices outlined in the TLP support the goals of the plan. Using the district plan as a framework, the DIT developed goals, objectives, critical success factors, and milestones for each of the practices outlined in the grant guidelines. The TLP budget was developed based on the hardware and connectivity costs required to implement the plan. **Demographics:** Demographic and achievement data was reviewed by the District Improvement Team to identify needs and to develop each of the goals of the grant program. (a) OEISD is a small, isolated district located in south Texas that serves the Odem and Edroy communities. US Census data reveal the average family income in the region is \$33,190. This is almost \$20,000 less than the state average. Low income families in the region report that they have cell phones, but do not have laptops or Internet service at home; (b) OEISD serves a high ratio of economically disadvantaged learners (77%). There is an achievement gap between this subgroup and the general school population. Only 60% low income learners met standards on the writing section of 4th grade STAAR in 2017. The majority of OEISD teachers (90%) rate Developing Technology Level of Progress or higher for Teaching and Learning and for Educator Preparation and Development for the 2017-2018 school year. The teachers have developed instructional strategies in technology integration, but do not have technology tools in the classroom to implement training. **Needs Assessment Process:** The District Improvement Team uses the site based decision making guidelines provided by the Texas Education Agency to conduct a comprehensive needs assessment each year. Based on the results of the 2017 needs assessment, our district has placed student access to 21st century technologies to improve student graduation rates on college preparatory diploma plans as a priority for school improvement. As a result, the team worked in 2017 to examine strengths and weaknesses and to research evidence-based strategies for reforming and reorganizing practices and policies to ensure that every student is taught by an effective teacher. The district snapshot and review of research was used to develop a District Improvement Plan (DIP) that includes goals, strategies, and resources needed to promote change. The DIT meets four times each year to use data and feedback assess whether the improvement plan is continuing to impact student success. If change is needed, the team revises critical success factors, milestones, and

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

action steps to promote success. **Management Plan:** The Project Director will be the Superintendent. This position is responsible for overseeing all PK-12 school improvement projects. The OEISD administrator will oversee the planning, implementation, and evaluation of the program in District Improvement Team meetings and ensure all Technology Lending Program (TLP) reports and evaluations are conducted and submitted within established timelines. The Superintendent will also work with the Board of Trustees to review and revise district policy as appropriate to implement the project. The Technology Director will serve as the TLP Project Coordinator. The administrator will work with the Business Manager to purchase technology devices, Internet service plans, insurance and maintenance policies. The OEISD administrators will coordinate existing tech resources to maximize outcomes and ensure funds are expended as approved in the application. The Technology Director will also supervise Technicians to maintain and repair devices. The Curriculum Director will coordinate student, teacher, and parent training. The Curriculum Director will supervise the Instructional Coach in conducting Professional Learning Community meetings to train teachers. The Odem Elementary and Odem Junior High Principals will oversee daily implementation of project activities. **Evaluation:** The TLP will be evaluated to determine if the project was implemented effectively and if project goals of providing students with access to technology devices at school and home was successful in improving student writing achievement. Evaluation of the project will include analysis of quantitative data including the number of economically disadvantaged learners gaining access to laptops, acquiring Internet access in residences, increasing attendance, demonstrating proficiency in writing TEKS on *Writing Checks*, and meeting STAAR writing achievement standards. The CIT will review data and make changes to project implementation as needed. The CIT will present a TLP formative report to the District Improvement Team at the end of each semester. The DIT will complete a summative evaluation annually that includes the quantitative data from TLP reports and qualitative data such as student and family perceptions of growth in technology use and writing performance obtained through surveys. The summative analysis will determine effectiveness of the program in improving student writing achievement. The DIT will use the evaluation to integrate TLP goals into the 2018-19 District Improvement Plan. OEISD will provide written evaluation reports during the project period and a final evaluation report within 30 days after the end of the project in the format requested by TEA. **Statutory Requirements:** OEISD has addressed all TLP statutory requirements including: (1) the district will comply with the fingerprinting requirement Per Section 22.0834 of the TEC. (2) The district does not have existing equipment available to students to take home. The district uses all funds available for the purchase of classroom technology devices for including Texas Literacy Initiative (student) and Educator Excellence Innovation Program (teacher) grant funds. **TEA Requirements:** (1) The technology lending program aligns with the existing OEISD mission and goals of improving writing capabilities to increase RHSP graduation and college entrance rates. (2) OEISD will provide Chromebooks with hotspot Internet access capabilities to targeted students who are at-risk of failing STAAR writing in 4th and 7th grades. Home surveys will be used to determine access to computers and the Internet. (3) The lending program aligns with a technology based school improvement program that improved math achievement by integrating technology Think Through Math into curriculum and instruction on the elementary and Junior High campuses. 4. OEISD will use Inspiration concept map programs, interactive websites such as Class Story Writer, and Office Online productivity programs to improve writing achievement in grades 2-7. (5) OEISD will support the program using *Chrome Management Licenses* (\$30/device) which enables district technicians to manage the program using the district network and the *Securely (free)* content filtering program which provides anticipated use of devices provided through the grant at its participating campus(es). Each Chromebook will be insured and repairs will be handled through the district Helpdesk system as outlined in the Technology Lending Agreement. 6. OEISD has developed a coaching model that uses PLCs to train and support teachers in developing and implementing innovative programs. The Chromebooks will be checked out through the library Follett System to 70 students based on the list of ranked students. The list will be developed based on writing scores and lack of technology/Internet access. The procedures outlined in Technology Lending Agreement, Check-out Procedures, and Responsible Use Policy will be used to maintain the Chromebooks in proper working condition. 7. The district will account for the technology lending equipment per OEISD school board policy, including providing insurance. **Conclusion:** During the summer, our District Improvement Team attended a retreat to develop a plan to transform teaching and learning in OEISD. We studied models of technology infused curriculum and instruction, and investigated portable electronic devices. As a result, goals that include placing tech tools in the hands of students are now part of our District Improvement Plan. The TLP provides a method for realizing these goals.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 205-905	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$23,100	\$	\$23,100
Schedule #9	Supplies and Materials (6300)	6300	\$25,480	\$	\$25,480
Schedule #10	Other Operating Costs (6400)	6400	\$1400	\$	\$1400
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$49,980	\$	\$49,980
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$49,980	\$	\$49,980

Administrative Cost Calculation

Enter the total grant amount requested:	\$49,980
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$7497

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Chromebook management license for remote usage management and repair (\$30/device x 70 devices)	\$2,100
2	Residential Internet access for students – Verizon wireless access (\$30/month for 3GB data plan/70 devices – 10 month contract - \$300/student)	\$21,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$23,100
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$23,100

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 205-905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: (Chromebook with MiFi capabilities and carrying case = \$364/unit x 70 units)	\$25,480
Grand total:		\$25,480

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 205-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	
	Chromebook insurance fee for lended device (\$20/device x 70 devices)	\$1400
Grand total:		\$1400

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	345	77%	The grant will focus on grade 2 through 7. The number of economically disadvantaged learners has increased 10% over the past three years in these grade levels.
Limited English proficient (LEP)	18	4%	85.5% of learners in the district are Hispanic. However, the majority of students speak English as their first language.
Disciplinary placements	7	1.7%	All campuses in OEISD are located on one block in the middle of the town. Student disciplinary problems are managed as a team effort between campuses and the percentage of disciplinary placements is low.
Attendance rate	NA	95.4%	The 2017 Hurricane will have detrimental effects on the attendance rate for 2017-18.
Annual dropout rate (Gr 9-12)	NA	0%	Education is highly valued by the community. ODEM Owls graduate on time, ready for college and a career.

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
			10	10	14	16	10	20						70

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Schedule #13—Needs Assessment

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Odem-Edroy ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the OEISD Superintendent leads the District Improvement Team (DIT) and Campus Improvement Teams (CITs) in conducting a comprehensive needs assessment at the conclusion of each school year. The Education Service Center, Region 2 has provided technical assistance to our district over the past three years in conducting the annual comprehensive needs assessment.

Step 1: Establish trends in data - Texas Education Agency resources including Public Education Information Management System data, TEA Accountability System District Snapshot, TEA Academic Performance Report, State Accountability Data Tables, and Federal Accountability Data Tables are used in the needs assessment. Data is also gathered from: benchmark and curriculum assessments, STAAR and EOC reports, progress reports, report cards, attendance at the student and grade level, tardy reports, educator observations, parent attendance at school events, parent complaints, surveys, current staff development evaluations, and other appropriate information sources. Using the information from these sources the DIT and CIT identify trends in the data to:

- Define problems at the district and campus levels;
- Establish the cause of the problem;
- Prioritize needs based on the analysis of the cause of the problem.

Step 2: Establishing Priorities Aligned to Board Goals - The goals of the Board of Trustees establish the desired outcomes for students in OEISD. The problems identified and the root cause of each problem is compared to the desired outcomes to determine priorities for school improvement. These targeted needs become the basis of the District and Campus Improvement Plans. In 2017-18 our board has determined improving writing achievement for students in grades 2-7 to be a priority for our district. These grade levels were targeted to improve performance on STAAR writing in grades 4 and 7. The team further targeted these grade levels to ensure students for prepared to enroll in and pass English I, II, III and IV in high school and ENG 1301 Composition I, and ENG 1302 Composition II in college.

Step 3: Setting Annual Goals - Goals to meet each targeted need are set. These annual goals reflect the progress the campus and district hope to make in one year towards closing the gap and increasing performance for each identified need. The goals are then prioritized based and used as the framework of the District and Campus Improvement Plans. The OEISD Board of Trustees set the goals of improving writing achievement for students in grade 2-7 to promote graduation with the learner's cohort and to prepare students for success in college.

Step 4: Dissecting Annual Goals to Determine Strategies and Interventions - With the guidance of the ESC, the teams consider the most effective strategies to address identified needs and make progress toward goals. Approaches to be considered are based on how children learn, successful interventions, district philosophies and successes concerning staff development, as well as, scheduling and budget components. Objectives, strategies, personnel, and materials are outlined for each goal. In addition, a timeline of short term goals is developed to enable monitoring of implementation and corrective feedback. In this way, the improvement plans become the road map for addressing areas of low performance and addressing identified needs. For the current school year, the board has targeted the use of digital materials to provide relevant and real-world examples of concepts, skills, and applications to improve achievement in all subject areas with a focus on writing.

Step 5: Evaluating and Making Adjustments to the Plan - An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The school improvement plans serve as a basis for faculty and school leadership to change school and classroom practices. The DIT and CIT meet four times each year to monitor and adjust school improvement goals and activities in the following ways: use the baseline data to determine growth in areas of need and areas that are strengths; monitor changes in data to make decisions about timelines for each goal; and incorporate data-based needs into 90 day action plans and annual campus improvement plan. Through this site based process, the teams will monitor the program, make revisions, and evaluate success. **Summary:** The TLP grant plan was developed to meet the priorities set by the OEISD Board based on district and campus needs. Through the site based school improvement process, the teams will oversee all aspects of the grant including monitoring progress, making timely revisions, and evaluating success based on OEISD priorities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Demographic data indicates 77.1% of OEISD students are economically disadvantaged (ECD). There is an achievement gap in writing between children from low income families and the general student population. 60% of the ECD learners met standards on 4 th grade STAAR writing tests compared to 65% of "All students". There is a need to provide students from low income homes with 21 st century technology tools to eliminate achievement gaps.	<i>Loan low income students personal laptops to improve writing achievement:</i> Identify students at risk for failing the writing section of STAAR. Identify digital textbooks and instructional programs, and online tutorials for writing. Create an extended day bank of writing assignments and activities that includes use of concept maps for each type of writing. Identify writing teachers at each grade level that have successful experience with at-risk students to support the TLP students in mastering writing skills and strategies.
2.	In the past five years, OEISD has used the Instructional Materials Allotment, general funds, and grant funds to purchase tech equipment, instructional materials, and related services for the subject area of writing. Computers on Wheels, interactive digital projectors, as well as, computers and printers for labs are currently being purchased. Funds are not sufficient to provide 1:1 devices. There is a need to purchase personal computers for targeted subjects and grade levels.	<i>Purchase personal devices and update the OEISD lending agreement:</i> Purchase Chromebooks for high need students in grades 2-7 who are at risk for failing the writing section of STAAR and have no home Internet access. Purchase insurance for the devices. Enroll the Chromebook into district management to enable the Google device management license and built-in virus protection, and to access the district network and Internet. Upload Office Online for productivity software and district writing programs. Update the Tech Lending agreement.
3.	The OEISD Board of Trustees has targeted the use of digital materials in the classroom to provide relevant, real-world learning for our students. The school has adopted digital math and technology applications textbooks. However, resources for writing have not been the focus of curriculum reform. There is a need to review and revise OEISD curriculum and instruction to make the use of electronic devices and provide writing tools to improve teaching & learning.	<i>Revise curriculum and instruction to include technology tools for writing:</i> Revise OEISD curriculum documents for Reading courses to include daily writing activities across a wide variety of content areas, curriculum units, conditions for writing, and purposes. Conduct training on using the Office Online program to produce and publish writing. Conduct training on use of writing models and concept maps to improve writing. Revise teacher walk-through evaluations to include use of digital tools in writing.
4.	Each OEISD campus has 2 dedicated computer labs and 3 sets of Computers on Wheels to provide technology access during the school day. Because teachers and students do not have 1:1 computers in the classroom, they cannot integrate digital content and learning programs into daily teaching and learning. There is a need to update the current system to put Chromebooks in the hands of students and families to extend learning after school hours.	<i>Provide access through a checkout system based on targeted needs:</i> Determine the students with no computer/Internet access at home. Barcode laptops using the elementary and Junior High media center inventory system (Follett). Identify the librarian as the person in charge of checking out Chromebooks to students. Develop a checkout policy for Chromebooks to be included in the Technology Lending Agreement and signed by students and parents.
5.	Students who check-out personal technology devices need access to the Internet at school and home. OEISD has the appropriate wireless network to handle 1:1 devices. Home surveys indicate there is no Internet access available at home for 24% of students in grades 2-7 (70 students). There is a need for the school district to cover the costs of providing access and technical assistance to enable students to access online educational resources.	<i>Provide Internet access at school and home:</i> Work with school partners to provide Internet access at the student's residence or in a residential center. Review quotes and services and select Internet service provider. Purchase equipment to enable wireless hotspots. Install appropriate software to access the Internet on each Chromebook. Purchase service contract for Chromebooks and residential centers as appropriate to provide Internet access.

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Schedule #14—Management Plan

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Superintendent is a full time certified administrator with excellent team building skills, knowledge of state law and school policy, and grant management. Experience in directing TEA Tech Lending grant. Responsible for oversight of planning, implementing, and evaluating grant program.
2.	Project Coordinator	Director of Technology is a full time administrator with experience in network administration and supervision of teams of technicians; Responsible for technology purchase, installation, and support of 1:1 devices, OEISD network, and residential service.
3.	Technicians	Full time technician with expertise and proficiency in installing, configuring and supporting a wide variety of computer, networking and operating systems technologies used in the day-to-day operations of the school. Responsible for supporting district and technical issues.
4.	Instructional Coach for ELA	Full time certified teacher for district serving as an ELA/Writing Instructional Coach who has excellent content knowledge, instructional coaching abilities, and technology use and integration training. Responsible for coaching/co-teaching activities using digital tools.
5.	ESC Consultant	Education Service Center, Region 2 consultants contracted to provide training in the development of school policies to promote successful 1:1 technology integration. Responsible for consultation in development of check-out system, lending agreement and other policies associated with TLP.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Loan low income students personal laptops to improve math achievement	1. Identify students needing extended learning-writing	05/01/2018	05/18/2018
		2. Identify digital programs/tutorials for writing.	05/01/2018	05/25/2018
		3. Create tech based extended day writing activities.	05/01/2018	08/31/2018
		4. Identify teachers to support learning.	05/01/2018	05/25/2018
		5. Implement TLP plan to improve writing achievement	09/03/2018	08/31/2019
2.	Purchase personal devices and update the lending agreement	1. Purchase personal laptops for writing grade 2-7	05/25/2018	06/31/2018
		2. Purchase insurance and Google maintenance	05/25/2018	06/31/2018
		3. Upload Office Online and educational software	07/08/3028	08/23/2018
		4. Enroll in maintenance and virus protection.	07/08/3028	08/23/2018
		5. Update the Technology Lending agreement	07/08/3028	08/23/2018
3.	Revise curriculum and instruction to include technology tools	1. Create a wide variety of daily writing activities.	05/01/2018	08/31/2019
		2. Revise curriculum docs and scope and sequence	05/01/2018	08/23/2018
		3. Conduct training on using Office Online.	08/23/2018	08/31/2019
		4. Conduct training using digital models/concept maps.	08/23/2018	08/31/2018
		5. Revise teacher evaluations to digital tools-writing.	05/01/2018	08/23/2018
4.	Provide access through a checkout system based on targeted needs	1. Identify students with no computer/Internet access.	05/01/2018	08/23/2018
		2. Develop check out policy for Chromebooks	05/01/2018	05/25/2018
		3. Barcode laptops using Follett system (library)	08/23/2018	08/31/2018
		4. Identify librarian as person in charge of check-out	05/01/2018	05/18/2018
		5. Checkout laptops using Follett system	09/03/2018	08/31/2019
5.	Provide Internet access at school and home	1. Carry out home survey to determine home access	05/01/2018	05/18/2018
		2. Interview and select Internet service provider	05/01/2018	05/25/2018
		3. Purchase equipment to enable wireless hotspot	05/25/2018	06/31/2018
		4. Install ISP software on personal laptop	07/08/3028	08/23/2018
		5. Purchase service contract for targeted students	05/25/2018	06/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the spring of each school year, the OEISD Board of Trustees sets goals for the upcoming school year based on the district needs assessment which identifies performance gaps and assesses campus needs using performance data from Texas Education Agency student performance reports. A committee, the District Improvement Team (DIT) is responsible for putting the board goals into action. The DIT consisting of parents, educators, administrators, community members and educational partners uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Using the TEA mandated SBDM strategy, the team studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees have the final approval on all initiatives recommended by the District Improvement Committee. Feedback and Continuous Improvement: The Odem Elementary and Odem Junior High Campus Improvement Teams will gather and report program and student level data each nine weeks. The team will use the information to adjust activities, performance targets, and timelines for the upcoming nine weeks. The campus principals will report changes to educators at Faculty Meetings. The school principals will report information to the District Improvement Team each semester. During District Improvement Team meetings, the team will use the information to determine if the campuses are implementing program activities on time and as detailed in the application and if the TLP is significantly impacting student achievement. The DIT will use the information to create TLP goals and objectives for the 2018-19 District Improvement Plan. Reports of program and student level progress will be presented to the Board of Trustees at the end of each semester. The minutes will be posted after each meeting on the district website. In this way, TLP progress will be reported to the board, as well as, parents and the community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OEISD is a high expectation, high achievement school district. Coordinated Efforts: We are implementing several projects that focus on providing curriculum, instruction, and resources for our students to improve academic achievement and graduation rates, and, ultimately, increase college enrollment. These school improvement initiatives are closely related to the objectives of the planned TLP initiative: (1) Coaching Model: A Texas Literacy Grant award in 2010 made it possible for our campuses to hire an Instructional Coach for English Language Arts and Reading to implement best practices in the classroom and to purchase Computers on Wheels and instructional technology programs to enhance and extend teaching and learning. As a result of the initiative, the percentage of students meeting state standards on the Reading and ELA sections of STAAR is above state standards at all grade levels. (2) Rigorous College Preparatory Courses: The district was awarded an Educator Excellence Innovation Program (EEIP) grant. The program focuses on using weekly Professional Learning Community (PLC) coaching sessions to positively impact teacher content knowledge and instructional strategies. The model was implemented to ensure teachers have the training and support needed to teach rigorous college preparatory and dual credit courses. The Technology Lending Program will enable our district to extend the successful model to improve writing achievement and increase the number of students prepared to take *ENG 1301 Composition* for dual credit in 12th grade. Maximize Funds: The Coach employed to work with both elementary and Junior High students through the grants will support writing teachers during the TLP. The PLC model will be used to ensure teachers are trained to use Chromebook productivity tools. In addition, the coach will provide training in key elements of writing-providing daily time to write, teaching components (focus and coherence, organization, development of ideas, and voice), and using conventions (grammar, spelling, punctuation, and capitalization) appropriately. In addition, the coach will introduce the teachers and students to electronic programs to improve skills and strategies, and productivity tools to produce and publish writing. Commitment: Success breeds success. Students who are successful work with teachers to meet high level college entrance goals. Teachers who are successful work with coaches to meet high level district goals of achievement. We are excited committed to the TLP project as it will help our students and educators meet personal and district goals.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	# and % change in students writing achievement due to TLP, STAAR, Writing Checks	1.	Number of technology devices used in 2017-18 writing classes vs 2018-19.
		2.	# and % of students demonstrate TEKS proficiency for grade level (beg/end)
		3.	# and % of students with increased achievement in 2017-18 over 2018-19.
2.	# and % change in students with a personal tech device, Campus Facilities Report	1.	# of TLP Chromebooks purchased.
		2.	Ratio of Chromebooks to students needing devices grades 2-7
		3.	# and % of students with increased attendance in 2017-18 over 2018-19.
3.	# and titles of curriculum, courses, and digital resources, Campus Curriculum Documents	1.	# and name of curriculum docs rewritten to include 1:1 initiative.
		2.	# and names of courses using digital content on participating campus(es)
		3.	# and titles of digital materials used within courses as part of the TLP
4.	# and % of electronic devices checked out through TLP, Follett Reports of Check-out	1.	# and % of students who checked out a device by grade level
		2.	# and % of electronic courses taken by students in TLP
		3.	# and % of teachers who leveraged electronic instructional materials in TLP
5.	# and % change in students with Internet access at home due to TLP	1.	# and % of eligible econ. disadv. students participating in the TLP
		2.	# and % of eligible econ. disadv. students with Internet through TLP
		3.	# and % of all students utilizing Internet access in homes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent will oversee the evaluation design including gathering, evaluating, and disseminating data.

Program-level data: The Superintendent will oversee the collection of project level data throughout the project period to determine the extent to which the activities of the TLP were implemented as planned. The Campus Improvement Teams will meet as needed during the first months of the grant program to plan the program including developing a grant framework that includes goals and objectives correlated to a timeline of activities and events. The Curriculum Director will use the framework to create a TLP Calendar that includes:

- Purchase of devices, insurance, maintenance licenses, and insurance;
- Internet set-up (including hardware and software components);
- Professional Learning Community Meetings with teachers;
- District and Campus Technology Planning meetings;
- Family Night events and student achievement celebrations;
- Technology Lending Agreement and Check-Out policies reviewed, updated and approved by the Board of Trustees;

The Superintendent will direct the Technology Director and Curriculum Director to provide sign-in sheets at each TLP meeting or event. Each quarter, the DIT team will determine progress toward completing activities on the calendar. The timeline of activities will be revised each quarter as necessary based on feedback. This will allow problems to be identified and addressed in a timely manner.

Student-level academic data: The Superintendent will work with the Curriculum Director to create an evaluation checklist depicting student performance results to determine the impact of the project activities on the participants. The evaluation table will include the program objective, evaluation method and tools, the indicator of success, and data collection dates. The Instructional Coach will work with educators to administer and grade Writing Checks each nine weeks. The Instructional Coach will work with educators to graph and analyze formative writing data at PLC meetings. The team will graph writing scores by grade level, classroom, and economically disadvantaged student group. The Campus Improvement Team will review the data and make decisions to revise grant milestones and strategies based on the information and teacher feedback. This will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD will utilize existing equipment and all available funding sources to implement the Technology Lending Program and improve academic achievement for high need learners.

Existing Equipment: Odem-Edroy Independent School District (OEISD) has never been awarded a Technology Lending Program to provide access to the Internet and electronic learning tools at home. However, over the past five years, the district has utilized local, state, and federal funding sources to provide classroom sets of computers for mathematics classrooms. Math was selected in 2014 because OEISD Texas Academic Performance Report (TAPR) data for 2014 indicated less than 70% of OEISD learners met state standard on all tests of the STAAR assessment with the lowest passing rates in mathematics for grades 4-8. The sets of classroom computers purchased through the grant program were used to access The district provided teacher training to assist teachers in the integration of the program into classroom instruction and homework assignments. The district also conducted a Family Night session to introduce families to the *Think Through Math* online tutorial program provided through the Texas SUCCESS program. At the event, families participated in interactive activities that modeled contacting live bilingual tutors to assist families in completing homework assignments. Each year, the district has worked to introduce new activities to teachers and families using the online tutorial program. Even though the computers can only be used during school, computer access to the tutorial program improved math performance levels significantly at every grade level as shown on the chart below.

Grade	Math Economically Disadv	
	Met STAAR Standard 2013	Met STAAR Standard 2017
4	65%	71%
5	64%	84%
6	34%	67%
7	56%	64%
8	57%	76%

Additional Funding Sources: Odem-Edroy ISD is committed to using all available funding sources to provide personal devices and home Internet access to our students.

- A Texas Literacy Grant award in 2010 made it possible for our campuses to hire Instructional Coaches for to implement best practices in the classroom and to purchase Computers on Wheels for classroom use. Instructional Coaches hired through the grant program were trained to integrate *Think Through Math* lessons and resources into math curriculum. In weekly Professional Learning Community (PLC) meetings, the coaches model technology integration strategies for the classroom and encourage teachers to develop lessons that encourage use of electronic resources for instruction and data disaggregation.
- An Educator Excellence Innovation Program (EEIP) Grant award in 2013 enabled the district to extend employment of the Instructional Coaches through the 2017-18 school year. Additionally, the district has been able to purchase sets of Chromebooks for teachers. Teachers use the personal computers during training to disaggregate data and plan lessons. They use the computers during the day to project learning using digital projects which enables them to model the use of *Think Through Math* and other instructional programs with students and parents.

Odem-Edroy ISD has experience in implementing a successful technology based school improvement programs. The use of Chromebooks at home will enable the students to access writing prompts, concept maps, instructional programs, and tutorial support in class and at home. In addition, the word processing, Powerpoint, and excel capabilities provided through the Office Online program will enable students to produce and publish text in a variety of formats. The district will continue to use all available technologies and funding sources to provide technology tools for our students and educators that enrich instruction in the classroom and at home. We are dedicated to this project that to advance technical skills and academic performance for our students.

Schedule #17—Responses to TEA Program Requirements**For TEA Use Only**

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County-district number or vendor ID: 205-905	Amendment # (for amendments only):
TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The District Improvement Committee met in the spring of 2017 with the Technology Committee to plan the OEISD District Improvement Plan. The team utilized goals of the state, district, and campus in the plan to meet the needs identified and goals set by site based teams:</p> <p><u>Long Range Plan for Technology 2006-2020 (LRPT):</u> The team researched the state LRPT to develop an OEISD Technology Plan that meets district and state goals. The resulting district plan recommends students are loaned access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7). This aligns with the Technology Lending Program goals of purchasing laptops equipped with wireless Internet capabilities and providing residential Internet access to low income learners. An OEISD Technology Plan was developed to outline current progress of each campus toward meeting LRPT goals. At this time, the district has been able to purchase sets of computers for classrooms. These computers are not loaned to students because they are used by multiple students on a daily basis. The Technology Lending Project will provide Chromebooks to implement a true 1:1 computer initiative. Students will continue to use classroom computers in Reading classes. The TLP will empower OEISD to extend teaching and learning outside the school day through lending Chromebooks to 2nd through 7th grade students who have no computer and Internet access at home. The devices will allow students to access electronic programs such as <i>Inspiration</i> and <i>Class Story Writer</i> to support them in completing writing assignments and to access online productivity tools such as Word or Powerpoint to publish their work.</p> <p><u>District Improvement Plan:</u> The District Improvement Plan mission and goals were used as a framework to determine grant goals for student achievement and educator professional development. The OEISD Mission is, "Empowering each Odem-Edroy ISD student to be self-directed, life-long learners in a changing world". The Board has instructed district educators to focus school improvement programs on curriculum initiatives that promote college preparation, entrance and success. In response, the district has developed career pathways in STEM, Human Services, Business and Industry endorsement fields. Each pathway includes dual credit courses and industry credentials. The proposed lending program will enable our district to move forward with developing college preparatory writing skills and strategies to prepare students to pass college preparatory courses and to take <i>ENG 1301 Composition</i> and <i>ENG 1302 Composition</i> courses during high school. Both courses are required as part of the Texas General Education Core curriculum which consists of 42 credit hours for all undergraduate degrees earned in public universities in the state.</p> <p><u>Campus Improvement Plans:</u> Goals and Objectives from the Odem Elementary and Odem Junior High Improvement Plans have been incorporated into the District Technology Plan 2017-18:</p> <p>Goal 1: Research-Based Curriculum & Instruction: Focus on assisting economically disadvantaged students to improve academic performance</p> <p>Performance Objective 2: OEISD will use Unit Tests-Planning and instruction will be planned with the end in mind as well as strengthening the understanding of the TEKS through analyzing all of the Texas Curriculum Management Program Cooperative (TCMPC) Documents including Unit Tests. Writing Checks administered and graded using a rubric each nine weeks through the TLP will support teachers in determining the appropriate writing TEKS to target in writing instruction.</p> <p>Goal 6: Technology : 90% of OEISD Classrooms will utilize instructional technology equipment</p> <ul style="list-style-type: none"> ✓ Use of digital tools ✓ Foster & provide professional learning in using and teaching with technology ✓ Use district technology equipment (Computer, wireless devices) in student projects and learning. ✓ New technology equipment will be added (Chromebooks, computer on wheels, ipads) <p>The TLP will assist the district in meeting technology use and integration objectives outlined in goal 6 of the Campus Improvement Plans. The purchase of Chromebooks through the TLP will increase use of digital tools, allow students to use wireless devices in student projects and learning, and add Chromebook equipment. Training conducted by the Instructional Coach in use of the technologies to improve writing skills, strategies, and products will foster and provide professional learning in using and teaching with technology to promote all technology based objectives.</p> <p><u>Summary:</u> The OEISD Technology Lending Program integrates the goals of the state, district, and campus to promote the use of personal technology devices to engage students in problem solving and create products. The result is an innovative model that provides low income learners with high tech tools to promote achievement, high school graduation, and entrance into college and a 21st century career.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students who check-out personal technology devices may also need access to the Internet at their residence. The target is to ensure every 2nd through 8th grade student needing technology has a device and has access to the Internet. The Technology Lending Program (TPL) grant will provide a Chromebook device and checkout to targeted economically disadvantaged students.

Eligibility to Receive a Lending Technology: Students will be eligible to check out a Chromebook based on established priorities:

- ✓ Economically disadvantaged with no computer or Internet access in the home,
- ✓ Struggling to pass grade level writing assignments and/or writing section of the STAAR assessment,
- ✓ Demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).
- ✓ Attended lending program computer course that includes responsible use and maintenance of the device,

Internet Access: To enable anywhere anytime access to the Internet, OEISD has devised a plan to provide Internet access to residences. Chromebooks will be equipped with a MiFi device. The portable broadband devices provide a mobile 'hotspot' that allows the student to access the Internet on the Verizon 4G LTE cell phone network. The OEISD Technology Department will install software required to access the Internet. The MiFi router is connected through the USB port and requires no installation. The district will use TPL grant funds to contract with Verizon and provide hotspot service contracts for each device. Contracts will be issued in the name of the district and not assigned to the specific residence. In addition to residential access, two partners in education, the Odem Library and Dairy Queen of Odem will serve as residential access points for students. Each partner has agreed to provide free internet access for students who have "borrowed" a device from the school district. The partners in education will provide a safe and supervised environment for students who may be having difficulty with hotspot access due to the remote location of our town.

Responsible Internet Use: Each student and family receiving Internet service will be required to sign a Technology Lending Agreement that includes existing OEISD Responsible Use Policy and Checkout Procedures. The Technology Lending Agreement will state that the Internet will be used solely for educational purposes by the student, address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet.

Technical Assistance: It will be important to have a system for remote access to each Chromebook to ensures devices are in working order. A component of the Chromebook purchase will be a *Chrome Management License* enables district technicians to manage the program using the district network. The *Securely* content filtering program for Chromebook will also be part of the purchase of the device. The program is provided free on Chromebooks. Families requiring technical assistance or device repair will contact the Odem Technology Department through the established help-desk system. Parents and students will be trained to use the system for assistance at the initial check-out during a Family Night event.

Summary: Odem-Edroy ISD has researched Technology Lending Program plans and procedures from multiple districts who are operating successful 1:1 computing initiatives. We will make changes to the plan to meet the needs of the families, the district, and community.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OEISD will utilize a well-structured system of site based management to ensure the Technology Lending Program (TLP) aligns with current curriculum, instruction, and classroom management at each participating campus. Curriculum and Instruction: OEISD will utilize a well-structured system of site based management to ensure the Technology Lending Program (TLP) aligns with current curriculum and instruction at each participating campus. Classroom: The District Improvement Team comprised of educators, parents, and community members met in January of 2018 to develop a grant plan based on the district's goals and objectives for school improvement. Because on the grant's focus on technology use to improve academics, the Technology Committee joined the DIT meetings. The District Improvement Committee selected the subject area of writing as the primary cause of student failure in rigorous high school courses. The Technology Committee selected Chromebooks to provide access to district applications, online resources for research, and productivity tools. The district relied on the Odem Elementary and Odem Junior High Campus Improvement Teams comprised of the principal, teachers, the instructional coach, librarian, parents, students, and staff at the campuses to develop the TLP implementation plan. The campus-based teams utilized campus goals and objectives for student achievement and technology to develop strategies and timelines for TLP implementation. The team also reviewed the proposed Technology Lending plan and made recommendations for successful check-out procedures. The teachers made plans to integrate Chromebook responsible use policies and check out procedures into the classroom management to keep students engaged in lessons. The use of site based committees to develop the TLP grant plan ensures innovative and creative programs meet the goals of the district and also fit into the existing curriculum, instruction, and classroom management structures of the campus. If awarded, the TLP goals and objectives will be added to the 2017-18 District and Campus Improvement Plans. School Culture: The Odem Elementary and Junior High School improvement teams are led by strong principals who exercise leadership by mobilizing others through example. Principals will participate in grant implementation including attending training in computer use and technology integration into lessons. During faculty meetings, principals will model technology use by using Chromebooks to present information, to engage educators in a learning activity, or to present information. In this way, principals will set expectations for teachers to use technology during instruction and create campus-wide ownership of the TLP initiative.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD uses digital instructional materials in core subject areas in all grade levels. A classroom set of laptops and Internet connectivity enable teachers to use and students to access existing digital textbooks, software applications, and Internet resources that are available at each campus. Reading/ ELA: The district utilizes a variety of applications to improve reading achievement in Reading/ELA classrooms. Achieve 3000 software is utilized to assess student reading abilities and to determine an independent reading level for each student in grades 2 through 8. When the electronic assessment shows students are struggling, teachers have been trained to utilize Waterford (PK-K) and Istation (1-8) to provide individualized reading instruction. Each program provides interactive lessons and practice, as well as, progress monitoring to assist learners in closing achievement gaps. Math: In the content area of math, district educators use *Think Through Math*, an online tutorial program provided through the Texas SUCCESS program, to improve student performance in math. The program electronically provides students with access to live bilingual tutors who have been trained to work with math TEKS in grade levels 1 through 8. Social Studies and Science: Teachers in OEISD have been trained to use Google Classroom and Google Docs to work collaboratively with students and peers. The applications allow teachers to create quizzes and assignments online and share with students. The students have the ability to work with teachers, turn in assignments, or complete quizzes at their own computer. Students have also been guided to use the Google research tool within any Google document. In addition, all students and educators have been trained to use Microsoft Office productivity tools including Word, Powerpoint, and Excel applications. The online version, Office Online, will allow students to use the applications from any Internet browser to publish documents developed using Google apps. Writing: Students and teachers in OEISD use a variety of *Inspiration* concept maps in the development of compositions. All Subjects: Students in core courses have access to assignments, productivity and learning programs, online tutorials, and research sites using classroom computers. The TLP will bridge the digital divide by allowing all students, including those with limited resources, to access these tools in their home to extend teaching and learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The OEISD infrastructure is adequate to support students' anticipated use of devices provided through the grant at Odem Elementary and Odem Junior High School.

Computer Access: Our district has built a solid enterprise technology infrastructure and maintains over 500 computing devices for student and teacher use at participating campuses. Included in our count are four computer labs. Odem Elementary has a computer lab with touch screen monitors and a mini lab for small group instruction. Odem Junior High School has two computer labs and one mobile computing unit of 25 computers. In addition, each campus has a video conference unit for classroom instruction and teacher training. Core content classes also have a set of computers. The Computers on Wheels (COWS) are available for classroom work in core subject areas.

Wide Area Network: The district maintains its own network services including providing a Children's Internet Protection Act (CIPA) monitoring and filtering program. Chromebooks will utilize the *Securely (free)* content filtering program. We are currently utilizing direct 20 Mbps access the Internet with both video and data. Our network supports 1 Gbps connection to the desktop, 1 Gbps fiber connecting all closet switches to campus main switch closets and 10 Gbps fiber between campuses and main switch room. Odem-Edroy ISD hosts its own Internet presence and we provide parents of our students' access to school information through the district web portal. The district hosts our library web server and a Renaissance Learning server for elementary and junior high school campuses. In addition, the network provides teacher and student access to a variety of learning resources including Academy of Reading, CKOnline eBooks and Tutorials, Technoledge, and Compass Learning.

Wireless Infrastructure: Wireless access is a key component of the Technology Lending Program. OEISD has implemented a centralized secure wireless network for all rooms at all campuses. With the push to more outside resources, we have increased our bandwidth and moved to a more scalable service. Our wireless infrastructure allows for Internet access within all buildings and many common areas. We currently use Time Warner as the Internet Service Provider and support 2 wireless networks, one for district domain devices and another for individual or personal devices. For security reasons we have a different ISP for our public network. In the past, we have experienced problems within our system due to increased use of classroom sets of computers. The bond program approved in 2016 has provided access points in each elementary, junior high, and high school buildings. If the grant is awarded, we will provide wireless 24/7 connectivity on Chromebooks loaned to students through the purchase of Verizon residential service contracts and MiFi devices. The bundle will provide each laptop with a personal hotspot that connects wirelessly anytime and anywhere through the Verizon cell phone network.

Technical Support: The OEISD Technology Department consists of three persons, the Technology and Network Director, and two Computer Technicians. The director has established a help-desk system for meeting technical support needs in the district. The Chromebooks will be managed through purchase of *Chrome Management Licenses* (\$30/device) to enable the devices to be managed from the district network. The Technology Lending Agreement includes the process and procedures for using the help-desk system to report computer issues that have to do with malfunction of the network or device. The lending agreement also includes the process and procedures for reporting damage or loss of the device to the Technology department through the help-desk system. The agreement lists costs for repair of damage and costs associated with replacement of the device based on the incident report and insurance coverage. The students and parents will sign the Technology Lending Agreement before a Chromebook is checked-out to the family.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The OEISD Technology Committee under the supervision of the Superintendent and the Director of Technology will work with the ESC Region 2 to review existing technology loan agreements from school districts in Texas and to develop an OEISD Personal Technology Handbooks to meet the specific needs of the lending program, district systems, and school board policy. The handbook will include all policies and procedures used to implement the lending program including the OEISD Terms of Use, Acceptable Use Policy, Lending Technology Check-out Procedures. The Technology Lending Agreement will be the a supplement to the OEISD Personal Technology Handbook. Families will keep the handbook and return the lending agreement documents and complete signature pages from the parent/guardian and student to be eligible to check-out a lending device. The principal will sign the agreement before the librarian will check out the device through the Follett System. Specific sections to be included in the Technology Lending Agreement are listed below:

Personal Information of the Recipient	Name of student and OEISD student identification number, grade, parent name, home address and two phone numbers.
Technology Device Information	type of device, manufacturer, serial number, Follett barcode number
Condition of the Equipment	Condition at time of loan, condition at time of return, repairs completed
Terms of Use of Lending Device	OEISD Terms of Use outlining ownership, insurance, fines, and repair fees referenced; OEISD Lending Device Check-out Procedures referenced
Responsible use of Digital Resources	OEISD Acceptable Use Policy guidelines regarding responsible use of digital resources and of the Internet referenced
Mastery of Digital Citizenship TEKS	Verification that the student has demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS.

A strong system of policies and procedures is essential to successful program management and implementation. The agreement will ensure all participants have an efficient system to access innovative technologies.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Computers will be the property of OEISD. The lending program will adhere to all established OEISD school board policies relating to district owned equipment. The OEISD Personal Technology Handbook will include the Terms of Use for loaned equipment. This section of the handbook will include information concerning the responsibility of the student to pay reasonable costs of repair (or fair market value) if the computer is damaged, lost, or stolen. Students and their families will be responsible for the care of the computer they borrow from OEISD and will agree to the terms of use by signing the Technology Lending Agreement.

Damage - OEISD will purchase a device management program for Chromebooks on loan from the district to enable remote user management and repair. Routine maintenance and software updates will be conducted by the OEISD Technology Department. When a device is damaged due to inappropriate use, the Fee Schedule for Repairs in the handbook will be used to determine pricing for repairs. Fees, fines and payment information will be recorded in the library database system. Students will be responsible for clearing all records and paying all fees at the end of each school year.

Lost or Stolen Equipment - OEISD will purchase insurance for equipment used in the lending program. The Terms of Use section of the handbook will include a provision that states students must report the loss or theft of the property by the next school day after the occurrence. This complies with OEISD policy and will allow the district to process insurance claims appropriately.

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